

# Mark Scheme (Results) Summer 2010

GCE

## Core Mathematics C1 (6663)

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Summer 2010

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## SOME GENERAL PRINCIPLES FOR C1 MARKING

(But the particular mark scheme always takes precedence)

### Method marks

Usually we would overlook simple arithmetic errors or sign slips but the correct processes should be used. So dividing by a number instead of subtracting would be M0 but adding a number instead of subtracting would be treated as the correct process but a sign error.

### Method mark for solving 3 term quadratic:

#### 1. Factorisation

$$(x^2 + bx + c) = (x + p)(x + q), \text{ where } |pq| = |c|, \text{ leading to } x = \dots$$

$$(ax^2 + bx + c) = (mx + p)(nx + q), \text{ where } |pq| = |c| \text{ and } |mn| = |a|, \text{ leading to } x = \dots$$

#### 2. Formula

Attempt to use correct formula (with values for  $a$ ,  $b$  and  $c$ ).

#### 3. Completing the square

$$\text{Solving } x^2 + bx + c = 0: \left(x \pm \frac{b}{2}\right)^2 \pm q \pm c = 0, \quad q \neq 0, \quad \text{leading to } x = \dots$$

### Use of a formula

Where a method involves using a formula that has been learnt, the advice given in recent examiners' reports is that the formula should be quoted first.

Normal marking procedure is as follows:

Method mark for quoting a correct formula and attempting to use it, even if there are mistakes in the substitution of values (but refer to the mark scheme first... the application of this principle may vary). Where the formula is not quoted, the method mark can be gained by implication from correct working with values, but will be lost if there is any mistake in the working.

### Equation of a straight line

Apply the following conditions to the M mark for the equation of a line through  $(a, b)$ :

If the  $a$  and  $b$  are the wrong way round the M mark can still be given if a correct formula is seen, (e.g.  $y - y_1 = m(x - x_1)$ ) otherwise M0.

If  $(a, b)$  is substituted into  $y = mx + c$  to find  $c$ , the M mark is for attempting this and scored when  $c = \dots$  is reached.

### Answers without working

The rubric says that these may gain no credit. Individual mark schemes will give details of what happens in particular cases. General policy is that if it could be done "in your head", detailed working would not be required. Most candidates do show working, but there are occasional awkward cases and if the mark scheme does not cover this, please contact your team leader for advice.

### Misreads

A misread must be consistent for the whole question to be interpreted as such.

These are not common. In clear cases, please deduct the first 2 A (or B) marks which would have been lost by following the scheme. (Note that 2 marks is the maximum misread penalty, but that misreads which alter the nature or difficulty of the question cannot be treated so generously and it will usually be necessary here to follow the scheme as written).

Sometimes following the scheme as written is more generous to the candidate than applying the misread rule, so in this case use the scheme as written.

If in doubt, send the response to Review.

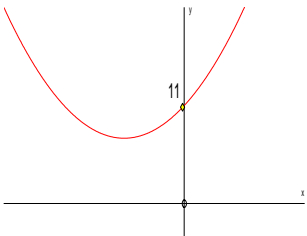


June 2010  
Core Mathematics C1 6663  
Mark Scheme

Question Number	Scheme	Marks
1.	$(\sqrt{75} - \sqrt{27}) = 5\sqrt{3} - 3\sqrt{3}$ $= 2\sqrt{3}$	M1 A1 <p style="text-align: right;">2</p>
<b><u>Notes</u></b>		
	M1 for $5\sqrt{3}$ from $\sqrt{75}$ or $3\sqrt{3}$ from $\sqrt{27}$ seen anywhere A1 for $2\sqrt{3}$ ; allow $\sqrt{12}$ or $k = 2, x = 3$ allow $k = 1, x = 12$ <u>Some Common errors</u> $\sqrt{75} - \sqrt{27} = \sqrt{48}$ leading to $4\sqrt{3}$ is M0A0 $25\sqrt{3} - 9\sqrt{3} = 16\sqrt{3}$ is M0A0	

Question Number	Scheme	Marks
2.	$\frac{8x^4}{4} + \frac{6x^{\frac{3}{2}}}{\frac{3}{2}} - 5x + c$ $= 2x^4 + 4x^{\frac{3}{2}} - 5x + c$	<p>M1 A1</p> <p>A1 A1</p> <p style="text-align: right;"><b>4</b></p>
<b>Notes</b>		
<p>M1 for some attempt to integrate a term in <math>x</math>: <math>x^n \rightarrow x^{n+1}</math></p> <p>1<sup>st</sup> A1 for correct, possibly un-simplified <math>x^4</math> or <math>x^{\frac{3}{2}}</math> term. e.g. <math>\frac{8x^4}{4}</math> or <math>\frac{6x^{\frac{3}{2}}}{\frac{3}{2}}</math></p> <p>2<sup>nd</sup> A1 for <u>both</u> <math>2x^4</math> and <math>4x^{\frac{3}{2}}</math> terms correct and simplified on the same line  N.B. some candidates write <math>4\sqrt{x^3}</math> or <math>4x^{1\frac{1}{2}}</math> which are, of course, fine for A1</p> <p>3<sup>rd</sup> A1 for <math>-5x + c</math>. Accept <math>-5x^1 + c</math>.  The <math>+c</math> must appear on the same line as the <math>-5x</math>  N.B. We do not need to see one line with a fully correct integral</p> <p>Ignore ISW (ignore incorrect subsequent working) if a correct answer is followed by an incorrect version.</p> <p>Condone poor use of notation e.g. <math>\int 2x^4 + 4x^{\frac{3}{2}} - 5x + c</math> will score full marks.</p>		

Question Number	Scheme	Marks
3. (a)	$3x - 6 < 8 - 2x \rightarrow 5x < 14$ (Accept $5x - 14 < 0$ (o.e.))	M1
	$x < 2.8$ or $\frac{14}{5}$ or $2\frac{4}{5}$ (condone $\leq$ )	A1 (2)
(b)	Critical values are $x = \frac{7}{2}$ and $-1$	B1
	Choosing "inside" $-1 < x < \frac{7}{2}$	M1 A1 (3)
(c)	$-1 < x < 2.8$	B1ft (1)
<b>Accept any exact equivalents to -1, 2.8, 3.5</b>		
<b>Notes</b>		
(a)	M1 for attempt to rearrange to $kx < m$ (o.e.) Either $k = 5$ or $m = 14$ should be correct Allow $5x = 14$ or even $5x > 14$	
(b)	B1 for both correct critical values. (May be implied by a correct inequality) M1 ft their values and choose the "inside" region A1 for fully correct inequality (Must be in part (b): do not give marks if only seen in (c)) Condone seeing $x < -1$ in working provided $-1 < x$ is in the final answer. e.g. $x > -1, x < \frac{7}{2}$ <u>or</u> $x > -1$ "or" $x < \frac{7}{2}$ <u>or</u> $x > -1$ "blank space" $x < \frac{7}{2}$ score M1A0 BUT allow $x > -1$ and $x < \frac{7}{2}$ to score M1A1 (the "and" must be seen) Also $(-1, \frac{7}{2})$ will score M1A1 NB $x < -1, x < \frac{7}{2}$ is of course M0A0 and a number line even with "open" ends is M0A0 Allow 3.5 instead of $\frac{7}{2}$	
(c)	B1ft for $-1 < x < 2.8$ (ignoring their previous answers) <u>or</u> ft their answers to part (a) and part (b) provided both answers were regions and not single values. Allow use of "and" between inequalities as in part (b) If their set is empty allow a suitable description in words or the symbol $\emptyset$ . <u>Common error:</u> If (a) is correct and in (b) they simply leave their answer as $x < -1, x < 3.5$ then in (c) $x < -1$ would get B1ft as this is a correct follow through of these 3 inequalities. Penalise use of $\leq$ only on the A1 in part (b). [i.e. condone in part (a)]	

Question Number	Scheme	Marks
4. (a)	$(x+3)^2 + 2$ <p style="text-align: center;">or <math>p = 3</math> or <math>\frac{6}{2}</math> <math>q = 2</math></p>	B1 B1 (2)
(b)	 <p>U shape with min in 2<sup>nd</sup> quad (Must be above x-axis and not on y=axis)</p> <p>U shape crossing y-axis at (0, 11) only (Condone (11,0) marked on y-axis)</p>	B1 B1 (2)
(c)	$b^2 - 4ac = 6^2 - 4 \times 11$ $= \underline{-8}$	M1 A1 (2) <b>6</b>
<b>Notes</b>		
(a)	Ignore an “= 0” so $(x+3)^2 + 2 = 0$ can score both marks	
(b)	<p>The U shape can be interpreted fairly generously. Penalise an obvious V on 1<sup>st</sup> B1 only. The U needn't have equal “arms” as long as there is a clear min that “holds water”</p> <p>1<sup>st</sup> B1 for U shape with minimum in 2<sup>nd</sup> quad. Curve need not cross the y-axis but minimum should NOT touch x-axis and should be left of (not on) y-axis</p> <p>2<sup>nd</sup> B1 for U shaped curve crossing at (0, 11). Just 11 marked on y-axis is fine. The point must be marked on the sketch (do not allow from a table of values) Condone stopping at (0, 11)</p>	
(c)	<p>M1 for some correct substitution into <math>b^2 - 4ac</math>. This may be as part of the quadratic formula but must be in part (c) and must be only numbers (no x terms present). Substitution into <math>b^2 &lt; 4ac</math> or <math>b^2 = 4ac</math> or <math>b^2 &gt; 4ac</math> is M0</p> <p>A1 for - 8 only. If they write <math>- 8 &lt; 0</math> treat the <math>&lt; 0</math> as ISW and award A1 If they write <math>- 8 \geq 0</math> then score A0 A substitution in the quadratic formula leading to - 8 inside the square root is A0. So substituting into <math>b^2 - 4ac &lt; 0</math> leading to <math>- 8 &lt; 0</math> can score M1A1.</p> <p>Only award marks for use of the discriminant in part (c)</p>	



Question Number	Scheme	Marks
5.		
(a)	$a_2 = (\sqrt{4+3}) = \sqrt{7}$ $a_3 = \sqrt{\text{"their } 7+3} = \sqrt{10}$	B1 B1ft (2)
(b)	$a_4 = \sqrt{10+3} (= \sqrt{13})$ $a_5 = \sqrt{13+3} = 4$ *	M1 A1 cso (2)
<b>Notes</b>		
(a)	1 <sup>st</sup> B1 for $\sqrt{7}$ only 2 <sup>nd</sup> B1ft follow through their "7" in correct formula provided they have $\sqrt{n}$ , where $n$ is an integer.	
(b)	M1 for an attempt to find $a_4$ . Should see $\sqrt{\text{"their"}(a_3)^2 + 3}$ . Must see evidence for M1. $a_4 = \sqrt{13}$ provided this follows from their $a_3$ working or answer is sufficient  A1cso for a correct solution (M1 explicit) must include the = 4. Ending at $\sqrt{16}$ only is A0 and ending with $\pm 4$ is A0. Ignore any incorrect statements that are not used e.g. common difference = $\sqrt{3}$  <u>Listing:</u> A <u>full</u> list: $2 (= \sqrt{4})$ , $\sqrt{7}$ , $\sqrt{10}$ , $\sqrt{13}$ , $\sqrt{16} = 4$ is fine for M1A1  <u>Formula:</u> Some may state (or use) $a_n = \sqrt{3n+1}$ leading to $a_5 = \sqrt{3 \times 5 + 1} = 4$ . This will get marks in (a) [if correct values are seen] and can score the M1 in (b) if $a_n = \sqrt{3n+1}$ or $a_4 = \sqrt{13}$ are seen.	
ALT		
$\pm\sqrt{\quad}$	If $\pm\sqrt{\quad}$ appear any where ignore in part (a) and withhold the final A mark only	
<b>4</b>		

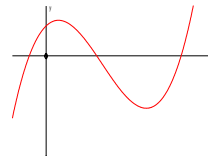
Question Number	Scheme	Marks
6.		
(a)	<p>Horizontal translation of <math>\pm 3</math></p> <p><math>(-5, 3)</math> marked on sketch <b>or in text</b></p> <p><math>(0, -5)</math> and min intentionally on y-axis Condone <math>(-5, 0)</math> if correctly placed on negative y-axis</p>	M1 B1 A1 (3)
(b)	<p>Correct shape and intentionally through <math>(0,0)</math> between the max and min</p> <p><math>(-2, 6)</math> marked on graph <b>or in text</b></p> <p><math>(3, -10)</math> marked on graph <b>or in text</b></p>	B1 B1 B1 (3)
(c)	$(a = ) \underline{5}$	B1 (1)

### Notes

Turning points (not on axes) should have both co-ordinates given in form  $(x,y)$ .  
Do not accept points marked on axes e.g.  $-5$  on x-axis and  $3$  on y-axis is not sufficient.  
For repeated offenders apply this penalty **once only** at first offence and condone elsewhere.

In (a) and (b) no graphs means no marks.

In (a) and (b) the ends of the graphs do not need to cross the axes provided max and min are clear

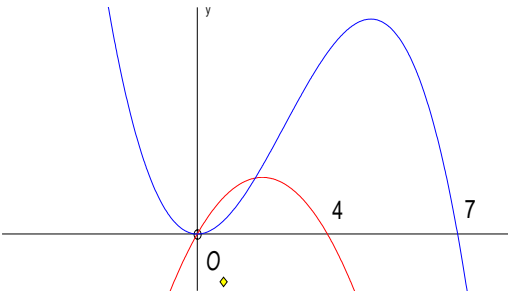


(a)	<p>M1 for a horizontal translation of <math>\pm 3</math> so accept coordinates of <math>(1, 3)</math> <u>or</u> <math>(6, -5)</math> seen. i.e max in 1<sup>st</sup> quad <u>and</u> [Horizontal translation to the left should have a min <u>on</u> the y-axis]</p> <p>A1 If curve passes through <math>(0,0)</math> then M0 (and A0) but they could score the B1 mark. for minimum clearly on negative y-axis and at least <math>-5</math> marked on y-axis. Allow this mark if the minimum is very close and the point <math>(0, -5)</math> clearly indicated</p>
(b)	<p>1<sup>st</sup> B1 Ignore coordinates for this mark Coordinates or points on sketch override coordinates given in the text. Condone <math>(y, x)</math> confusion for points on axes only. So <math>(-5,0)</math> for <math>(0, -5)</math> is OK if the point is marked correctly but <math>(3,10)</math> is B0 even if in 4<sup>th</sup> quadrant.</p>
(c)	<b>This may be at the bottom of a page or in the question...make sure you scroll up and down!</b>

Question Number	Scheme	Marks
7.	$\frac{3x^2 + 2}{x} = 3x + 2x^{-1}$ $(y' =) 24x^2, -2x^{-\frac{1}{2}}, +3 - 2x^{-2}$ $\left[ 24x^2 - 2x^{-\frac{1}{2}} + 3 - 2x^{-2} \right]$	M1 A1  M1 A1 A1A1
<b>Notes</b>		
<p>1<sup>st</sup> M1 for attempting to divide (one term correct)</p> <p>1<sup>st</sup> A1 for both terms correct on the same line, accept <math>3x^1</math> for <math>3x</math> or <math>\frac{2}{x}</math> for <math>2x^{-1}</math></p> <p>These first two marks may be implied by a correct differentiation at the end.</p> <p>2<sup>nd</sup> M1 for an attempt to differentiate <math>x^n \rightarrow x^{n-1}</math> for at least one term of their expression</p> <p>“Differentiating” <math>\frac{3x^2 + 2}{x}</math> and getting <math>\frac{6x}{1}</math> is M0</p> <p>2<sup>nd</sup> A1 for <math>24x^2</math> only</p> <p>3<sup>rd</sup> A1 for <math>-2x^{-\frac{1}{2}}</math> allow <math>\frac{-2}{\sqrt{x}}</math>. Must be simplified to this, not e.g. <math>\frac{-4}{2}x^{-\frac{1}{2}}</math></p> <p>4<sup>th</sup> A1 for <math>3 - 2x^{-2}</math> allow <math>\frac{-2}{x^2}</math>. Both terms needed. Condone <math>3 + (-2)x^{-2}</math></p> <p>If “+c” is included then they lose this final mark</p> <p>They do not need one line with all terms correct for full marks. Award marks when first seen in this question and apply ISW.</p> <p>Condone a mixed line of some differentiation and some division e.g. <math>24x^2 - 4x^{\frac{1}{2}} + 3x + 2x^{-1}</math> can score 1<sup>st</sup> M1A1 and 2<sup>nd</sup> M1A1</p>		
Quotient /Product Rule	$\frac{x(6x) - (3x^2 + 2) \times 1}{x^2}$ or $6x(x^{-1}) + (3x^2 + 2)(-x^{-2})$  $\frac{3x^2 - 2}{x^2}$ or $3 - \frac{2}{x^2}$ (o.e.)	1 <sup>st</sup> M1 for an attempt: $\frac{P-Q}{x^2}$ or $R + (-S)$ with one of $P, Q$ or $R, S$ correct. 1 <sup>st</sup> A1 for a correct expression  4 <sup>th</sup> A1 same rules as above

Question Number	Scheme	Marks
<p>8.</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	$m_{AB} = \frac{4-0}{7-2} \left( = \frac{4}{5} \right)$ <p>Equation of AB is: <math>y-0 = \frac{4}{5}(x-2)</math> or <math>y-4 = \frac{4}{5}(x-7)</math> (o.e.)</p> $\underline{4x - 5y - 8 = 0} \text{ (o.e.)}$ $(AB =) \sqrt{(7-2)^2 + (4-0)^2}$ $= \sqrt{41}$ Using isos triangle with $AB = AC$ then $t = 2 \times y_A = 2 \times 4 = 8$ Area of triangle = $\frac{1}{2}t \times (7-2)$ $= \underline{20}$	<p>M1</p> <p>M1</p> <p>A1 (3)</p> <p>M1</p> <p>A1 (2)</p> <p>B1 (1)</p> <p>M1</p> <p>A1 (2)</p> <p style="text-align: right;"><b>8</b></p>
<b>Notes</b>		
<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>DET</p>	<p><b>Apply the usual rules for quoting formulae here.</b></p> <p>For a correctly quoted formula with some correct substitution award M1</p> <p>If no formula is quoted then a fully correct expression is needed for the M mark</p> <p>1<sup>st</sup> M1 for attempt at gradient of AB. Some correct substitution in correct formula.</p> <p>2<sup>nd</sup> M1 for an attempt at equation of AB. Follow through their gradient, not e.g. <math>-\frac{1}{m}</math></p> <p>Using <math>y = mx + c</math> scores this mark when <math>c</math> is found.</p> <p>Use of <math>\frac{y-y_1}{y_2-y_1} = \frac{x-x_1}{x_2-x_1}</math> scores 1<sup>st</sup> M1 for denominator, 2<sup>nd</sup> M1 for use of a correct point</p> <p>A1 requires integer form but allow <math>5y + 8 = 4x</math> etc. Must have an “=” or A0</p> <p>(b) M1 for an expression for AB or <math>AB^2</math>. Ignore what is “left” of the equals sign</p> <p>(c) B1 for <math>t = 8</math>. May be implied by correct coordinates (2, 8) or the value appearing in (d)</p> <p>(d) M1 for an expression for the area of the triangle, follow through their <math>t (\neq 0)</math> but must have the (7-2) or 5 and the <math>\frac{1}{2}</math>.</p> <p>e.g. <math>\begin{matrix} 2 &amp; 7 &amp; 2 &amp; 2 \\ 0 &amp; 4 &amp; t &amp; 0 \end{matrix}</math> Area = <math>\frac{1}{2}[8 + 7t + 0 - (0 + 8 + 2t)]</math> Must have the <math>\frac{1}{2}</math> for M1</p>	

Question Number	Scheme	Marks
9. (a)	$a + 29d = 40.75$ or $a = 40.75 - 29d$ or $29d = 40.75 - a$	M1 A1 (2)
(b)	$(S_{30}) = \frac{30}{2}(a + l)$ or $\frac{30}{2}(a + 40.75)$ or $\frac{30}{2}(2a + (30 - 1)d)$ or $15(2a + 29d)$ So $1005 = 15[a + 40.75]$ *	M1 A1 cso (2)
(c)	$67 = a + 40.75$ so <u><math>a = (\pounds) 26.25</math> or <math>2625p</math> or <math>26\frac{1}{4}</math></u> NOT $\frac{105}{4}$  $29d = 40.75 - 26.25$ $= 14.5$ so <u><math>d = (\pounds)0.50</math> or <math>0.5</math> or <math>50p</math></u> or $\frac{1}{2}$	M1 A1  M1 A1 (4)  8
<b>Notes</b>		
(a)	<p>M1 for attempt to use <math>a + (n - 1)d</math> with <math>n = 30</math> to form an equation . So <math>a + (30 - 1)d =</math> any number is OK A1 as written. Must see <math>29d</math> not just <math>(30 - 1)d</math>. Ignore any floating £ signs e.g. <math>a + 29d = \pounds 40.75</math> is OK for M1A1 These two marks must be scored in (a). Some may omit (a) but get correct equation in (c) [or (b)] but we do not give the marks retrospectively.</p> <p style="text-align: center;"><b>Parts (b) and (c) may run together</b></p> <p>(b) M1 for an attempt to use an <math>S_n</math> formula with <math>n = 30</math> . <b>Must see one of the printed forms.</b> (<math>S_{30} =</math> is not required) A1 cso for forming an equation with 1005 and <math>S_n</math> and simplifying to printed answer. Condone £ signs e.g. <math>15[a + \pounds 40.75] = 1005</math> is OK for A1</p> <p>(c) 1<sup>st</sup> M1 for an attempt to simplify the given linear equation for <math>a</math>. Correct processes. Must get to <math>ka = \dots</math> or <math>k = a + m</math> i.e. one step (division or subtraction) from <math>a = \dots</math> Commonly: <math>15a = 1005 - 611.25 (= 393.75)</math> 1<sup>st</sup> A1 For <math>a = 26.25</math> or <math>2625p</math> or <math>26\frac{1}{4}</math> NOT <math>\frac{105}{4}</math> or any other fraction 2<sup>nd</sup> M1 for correct attempt at a linear equation for <math>d</math>, follow through their <math>a</math> or equation in (a) Equation just has to be linear in <math>d</math>, they don't have to simplify to <math>d = \dots</math> 2<sup>nd</sup> A1 depends upon 2<sup>nd</sup> M1 and use of correct <math>a</math>. Do not penalise a second time if there were minor arithmetic errors in finding <math>a</math> provided <math>a = 26.25</math> (o.e.) is used.  Do not accept other fractions other than <math>\frac{1}{2}</math> <b>If answer is in pence a "p" must be seen.</b></p> <p>Use this scheme: 1st M1A1 for <math>a</math> and 2<sup>nd</sup> M1A1 for <math>d</math>. Typically solving: <math>1005 = 30a + 435d</math> and <math>40.75 = a + 29d</math> . If they find <math>d</math> first then follow through use of their <math>d</math> when finding <math>a</math>.</p>	
Sim Equ		

Question Number	Scheme	Marks
10. (a)	 <p>(i) <math>\cap</math> shape (anywhere on diagram)</p> <p>Passing through or stopping at (0, 0) and (4,0) only (Needn't be <math>\cap</math> shape)</p> <p>(ii) correct shape (-ve cubic) with a max and min drawn anywhere</p> <p>Minimum or maximum at (0,0)</p> <p>Passes through or stops at (7,0) but <u>NOT</u> touching.</p> <p>(7, 0) should be to right of (4,0) or B0</p> <p>Condone (0,4) or (0, 7) marked correctly on x-axis. Don't penalise poor overlap near origin.  <b>Points must be marked on the sketch...not in the text</b></p>	<p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>(5)</p>
(b)	$x(4-x) = x^2(7-x) \quad (0=)x[7x-x^2-(4-x)]$ $(0=)x[7x-x^2-(4-x)] \quad (\text{o.e.})$ $0 = x(x^2 - 8x + 4) \quad *$	<p>M1</p> <p>B1ft</p> <p>A1 cso (3)</p>
(c)	$(0 = x^2 - 8x + 4 \Rightarrow) x = \frac{8 \pm \sqrt{64-16}}{2} \quad \text{or} \quad (x \pm 4)^2 - 4^2 + 4 (= 0)$ $= \frac{8 \pm 4\sqrt{3}}{2} \quad \text{or} \quad (x-4)^2 = 12$ $x = 4 \pm 2\sqrt{3} \quad \text{or} \quad (x-4) = \pm 2\sqrt{3}$ <p>From sketch A is <math>x = 4 - 2\sqrt{3}</math></p> <p>So <math>y = (4 - 2\sqrt{3})(4 - [4 - 2\sqrt{3}])</math> (dependent on 1<sup>st</sup> M1)</p> $= -12 + 8\sqrt{3}$	<p>M1</p> <p>A1</p> <p>B1</p> <p>A1</p> <p>M1</p> <p>M1</p> <p>A1 (7)</p> <p>15</p>
<b>Notes</b>		
(b)	<p>M1 for forming a suitable equation</p> <p>B1 for a common factor of <math>x</math> taken out legitimately. Can treat this as an M mark. Can fit their cubic = 0 found from an attempt at solving their equations e.g. <math>x^3 - 8x^2 - 4x = x(\dots)</math></p> <p>A1 cso no incorrect working seen. The “= 0” is required but condone missing from some lines of working. Cancelling the <math>x</math> scores B0A0.</p>	
(c)	<p>1<sup>st</sup> M1 for some use of the correct formula or attempt to complete the square</p> <p>1<sup>st</sup> A1 for a fully correct expression: condone + instead of <math>\pm</math> <b>or</b> for <math>(x-4)^2 = 12</math></p> <p>B1 for simplifying <math>\sqrt{48} = 4\sqrt{3}</math> or <math>\sqrt{12} = 2\sqrt{3}</math>. Can be scored independently of this expression</p> <p>2<sup>nd</sup> A1 for correct solution of the form <math>p + q\sqrt{3}</math>: can be <math>\pm</math> or + or -</p> <p>2<sup>nd</sup> M1 for selecting their answer in the interval (0,4). If they have no value in (0,4) score M0</p> <p>3<sup>rd</sup> M1 for attempting <math>y = \dots</math> using their <math>x</math> in correct equation. An expression needed for M1A0</p> <p>3<sup>rd</sup> A1 for correct answer. If 2 answers are given A0.</p>	

Question Number	Scheme	Marks
11.	<p>(a) <math>(y =) \frac{3x^2}{2} - \frac{5x^{\frac{1}{2}}}{\frac{1}{2}} - 2x (+c)</math></p> <p><math>f(4) = 5 \Rightarrow 5 = \frac{3}{2} \times 16 - 10 \times 2 - 8 + c</math></p> <p style="text-align: right;"><u><math>c = 9</math></u></p> <p><math>\left[ f(x) = \frac{3}{2}x^2 - 10x^{\frac{1}{2}} - 2x + 9 \right]</math></p> <p>(b) <math>m = 3 \times 4 - \frac{5}{2} - 2 \left( = 7.5 \text{ or } \frac{15}{2} \right)</math></p> <p>Equation is: <math>y - 5 = \frac{15}{2}(x - 4)</math></p> <p style="text-align: center;"><u><math>2y - 15x + 50 = 0</math></u> o.e.</p>	<p>M1A1A1</p> <p>M1</p> <p>A1 (5)</p> <p>M1</p> <p>M1A1</p> <p>A1 (4)</p> <p>(9marks)</p>
Normal	<p>(a) 1<sup>st</sup> M1 for an attempt to integrate <math>x^n \rightarrow x^{n+1}</math></p> <p>1<sup>st</sup> A1 for at least 2 correct terms in <math>x</math> (unsimplified)</p> <p>2<sup>nd</sup> A1 for all 3 terms in <math>x</math> correct (condone missing <math>+c</math> at this point). Needn't be simplified</p> <p>2<sup>nd</sup> M1 for using the point (4, 5) to form a linear equation for <math>c</math>. Must use <math>x = 4</math> and <math>y = 5</math> and have no <math>x</math> term and the function must have "changed".</p> <p>3<sup>rd</sup> A1 for <math>c = 9</math>. The final expression is not required.</p> <p>(b) 1<sup>st</sup> M1 for an attempt to evaluate <math>f'(4)</math>. Some correct use of <math>x = 4</math> in <math>f'(x)</math> but condone slips. They must therefore have at least <math>3 \times 4</math> or <math>-\frac{5}{2}</math> and clearly be using <math>f'(x)</math> with <math>x = 4</math>. Award this mark wherever it is seen.</p> <p>2<sup>nd</sup> M1 for using their value of <math>m</math> [or their <math>-\frac{1}{m}</math>] (provided it clearly comes from using <math>x = 4</math> in <math>f'(x)</math>) to form an equation of the line through (4,5).</p> <p>Allow this mark for an attempt at a normal or tangent. Their <math>m</math> must be numerical. Use of <math>y = mx + c</math> scores this mark when <math>c</math> is found.</p> <p>1<sup>st</sup> A1 for any correct expression for the equation of the line</p> <p>2<sup>nd</sup> A1 for any correct equation with integer coefficients. An "=" is required. e.g. <math>2y = 15x - 50</math> etc as long as the equation is correct and has integer coefficients.</p> <p>Attempt at normal can score both M marks in (b) but A0A0</p>	







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